
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Dr. Kenneth Shulack
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Roosevelt Intermediate School
(As it should appear in the official records)

School Mailing Address 301 Clark Street
(If address is P.O. Box, also include street address)

Westfield New Jersey 07090-4099
City State Zip Code+4 (9 digits total)

Tel. (908) 789-4560 Fax (908) 789-4193

Website/URL www.westfieldnj.com/ris E-mail ris@westfieldnj.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. William Foley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Westfield School District Tel. (908) 789-4420

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Arlene Gardner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

6	Elementary schools
2	Middle schools
0	Junior high schools
1	High schools
0	Other (Briefly explain)
9	TOTAL

2. District Per Pupil Expenditure: \$9,081.00 [actual 2001-02 cost]
 Average State Per Pupil Expenditure: \$9,598.00 [actual 2001-02 cost]

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input checked="" type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural

4. 12 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7	129	117	246
1					8	127	109	236
2					9			
3					10			
4					11			
5					12			
6	151	104	255		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								737

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>91.7</u> % White |
| <u>1.9</u> % Black or African American |
| <u>1.6</u> % Hispanic or Latino |
| <u>4.8</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 1.8 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	731
(5)	Subtotal in row (3) divided by total in row (4)	.018
(6)	Amount in row (5) multiplied by 100	1.8

8. Limited English Proficient students in the school: 0.8 %
6 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: Cantonese
 French
 Korean

9. Students eligible for free/reduced-priced meals: 0 %

0 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12.6 %
93 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>46</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>44</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>49</u>	<u>3</u>
Special resource teachers/specialists	<u>10</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>71</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 24.3
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.1	96.5	96	96.1	95.6
Daily teacher attendance	97.7	97.8	97.9	98	98.2
Teacher turnover rate	6.9	8.6	5.7	12.9	2.9
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	100 %

PART III – SUMMARY

Since opening its doors in 1926, Roosevelt Intermediate School (grades 6, 7 and 8) in Westfield, New Jersey has long enjoyed a reputation of academic excellence.

Westfield, a 45 minute commute from New York City, is a suburban community with a rich cultural and historical heritage. The school system receives support from our community and RIS' 730 students quickly learn the importance of a quality education. Roosevelt School has a unique blend of committed, caring parents; hardworking, attentive students; and a dedicated and talented staff.

A rigorous academic program in all curricular areas enables our students to perform extremely well on the Grade Eight Proficiency Assessment, a four-day test encompassing science, reading, writing and mathematics. In each grade, sixth, seventh and eighth, students are divided into two teams. Teachers on each team are responsible for the academic program in math, world languages, language arts, social studies and science for approximately 130 students. This provides a home base for each student within a smaller unit. Each team has a leader and meets regularly to plan curriculum and for the individual needs of their students. The team provides a coordinated, interdisciplinary curriculum structure and meets the academic, social and behavioral needs of the students.

Roosevelt has extremely supportive parents and an active PTSO. Roosevelt hosts Parent Visitation Days for grades 6, 7, and 8. It is customary to have over 70% of the parent population coming to participate in their child's educational program. At our annual Back-to-School Night it is usual that 100% of our student population have a parent present to hear about our academic program. Throughout the year parents are involved in our PTSO Meetings, orientation programs, parent-teacher conferences, and supporting our numerous co-curricular activities.

Roosevelt School is unique in terms of the co-curricular programs offered to students. Our extremely active student council has received the Honor School Award from the New Jersey Association of Student Councils for the past six years. In addition, our student council donates approximately \$20,000 per year to the New Jersey Association of Student Council's state charity. Our student council has been recognized as one of the best in the state. We have an equally active Peer Leadership Program that has also been recognized by the state for its outreach to students. Over 80 eighth graders are currently involved in our peer leadership program. They conduct learning activities for our 6th and 7th graders on character education, bully-proofing, and socialization. In addition, we have over 30 clubs and activities with which our students can be involved. The Reptile Club, a very active Junior Model United Nations Program, a Literary Magazine, a Yearbook, a fall drama and school musical, a jazz band, an orchestra, and a premier choral group are only part of the numerous offerings to students before and after school, which enable them to be involved in many activities.

Roosevelt School has an active service program where students support worthwhile community activities and reach out to those less fortunate. The Girls Learn International Club, the Blanket Drive for Appalachia, support for Westfield's September 11th Memorial, and Brown-Bag Lunches for the Homeless are among these services.

Roosevelt School offers quality instruction, enrichment activities, extra help, and a true sense of caring in a team effort to provide for all of the needs of the students in our charge. Roosevelt has a long tradition of working hard to have no child left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of assessment results in reading (language arts or English) and mathematics.

All eighth grade students in the State of New Jersey are tested using the Grade Eight Proficiency Assessment [GEPA]. The GEPA consists of tests in language arts literacy, mathematics and science. The GEPA is designed to test student ability and proficiency in each of these areas.

In reporting these standardized testing scores the New Jersey Department of Education categorizes students as partially proficient, proficient or advanced proficient in each of these areas.

Since the beginning of these tests, the 8th grade students at Roosevelt Intermediate School in Westfield, New Jersey have had outstanding performance. In each area – science, language arts literacy and mathematics – a high percentage of our students have scored proficient and advanced proficient.

In the area of language arts literacy, of the 245 students tested, 16.7% tested advanced proficient, 97.6% tested proficient, and only 3.7% tested partially proficient. In the area of mathematics 31.7% tested advanced proficient, 57.3% were proficient, and 11% were partially proficient. In the area of science 42% tested advanced proficient, 54.3% tested proficient, and 3.7% tested partially proficient.

The results indicate that 94.2% of our regular education students tested at advanced proficient or proficient levels. This is significantly above the state average in New Jersey. Roosevelt's special education students have made adequate yearly progress.

2. Use of assessment data to understand and improve student and school performance.

Assessment data plays a critical role in the improvement of classroom instruction. There is thorough analysis of test results provided by the State of New Jersey. Student essays, graded on a scale of 1 to 6, are reviewed by the language arts department. Individual tests are read and the scores analyzed. Data are used to refine classroom instruction. This gives valuable information concerning the adequate preparation of students for testing.

State-generated assessment reports and individual test scores are shared with the faculty and community. Teachers in each team and the guidance counselors discuss individual student academic progress in order to provide support for students in need. Specific attention is paid by the special education staff to the results of our special education students. They make adequate yearly progress and our special education and regular education staff work cooperatively to make sure key skills, these students need to have to perform on these assessments, are acquired. Assessment data on district-wide assessment is used to provide a basic skills program for students before school in order to enhance their skills in language arts, literacy and math. Although this is a small number of students at Roosevelt School, we are committed to leaving no child behind.

3. School communication of student performance, including assessment data, to parents, students, and the community.

There is continual communication with our parents and general community concerning the academic data and individual student performance at Roosevelt School. Upon receiving the state testing scores the school mails individual student results directly to the parents. The district and school results are shared with our community via electronic newsletter, reports to our PTSO, reports by the district testing coordinator to the Board of Education, and disseminated widely through local media.

Our involved, educated and committed parent community is very much concerned about their own child's progress, as well as the status of the Westfield Public Schools. As a result, they are very aware and carefully read all information sent to them by the school and by the district. In addition, parents regularly meet with guidance counselors, individual teachers and teams of teachers to discuss their child's academic progress. High school students volunteer to tutor RIS students after school. Additionally, our 8th grade peer leaders offer academic assistance to elementary and middle school students. Collaboration of parents and the school community provides valuable support to all the students at Roosevelt School.

On a daily basis, the RIS electronic newsletter informs parents about the academic success and student performance at Roosevelt Intermediate School. In addition, parent orientation programs are held throughout the year.

4. How the school shares its successes with other schools.

Roosevelt Intermediate School has a dedicated professional staff committed to collaboration and teamwork. Effective instructional practices, ideas on differentiated instruction, sharing of interdisciplinary ideas, and general support for each other is the norm. We willingly share our ideas and gain ideas from other middle schools and other educational professionals. We have had numerous visits from other schools to look at our world languages program, our team teaching arrangement, our guidance program, and our differentiated instructional techniques. Co-curricular programs have been shared at state conferences held by the New Jersey Association of Student Councils and the National Association of Student Councils.

The staff at Roosevelt School is more than willing to continue sharing our success with other schools by presenting at the New Jersey Principals & Supervisors Association, developing networks with other middle schools (which we have already started to do) to share ideas and concerns in areas ranging from special education to gifted & talented programs, and to continue to invite other professionals to Roosevelt School to view the program and dialogue with our professional staff. Developing a wider middle school network to share ideas and educational programs unique to middle schools is definitely a goal of the Roosevelt School staff.

PART V – CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum. Outlining the core of each curriculum area (including art and foreign languages).

The curricula at Roosevelt School are engaging, challenging, rigorous, student-centered, and focused on differentiating instruction to meet the needs of all students. Each area of the curriculum is reviewed every five years and is based on the New Jersey Core Curriculum Standards. A professional staff of certified teachers ensures RIS has a challenging and rigorous program for middle school students. The mathematics program at Roosevelt School is exceptional. All students in 6th grade take pre-algebra. In 7th grade a majority of our students are placed in Algebra 1. Over two years, well over 90% of our students complete a rigorous Algebra 1 program. Students who are not ready for the formal study of Algebra are placed in an Algebra Prep course. The highly demanding language arts curriculum produces excellent student writers. All students write research papers and complete writing portfolios using the department computer lab. They are competent readers who analyze multiple genres of literature at each grade level. The world languages program is unique. In 6th grade all students select French or Spanish, which they take every day for their entire three years as a student at Roosevelt. Students who select Spanish build on their four previous years in elementary school studying Spanish. Our students are exposed to the conversational language and cultural study of these two areas for an extended period of time. The world languages program is rigorous, exciting, and provides our students with the opportunity to have a solid foundation in French or Spanish by the end of their 8th grade year. The staff continually upgrades the program and work collaboratively to enhance this experience for our students. Our science program is exceptional and is taught by a group of dedicated teachers, all certified in science. The program provides for lab experience and is very student-centered. The hands-on approach incorporates life, physical and earth science in each of the three years that our students take science at Roosevelt School. The program is based on both national and state standards in the area of science. It is a spiral program of earth science, physical science and life science at each grade level, allowing students to build and refine concepts as they go from 6th, 7th to 8th grade. Technology is used in each science classroom to complete labs, do Internet research, create charts and graphs, to use CD ROMS and simulation programs. The Roosevelt School social studies curriculum has been newly re-designed, based on state and national standards. This curriculum is student-centered and its focus is to help develop world citizens who have an understanding of history and can be contributing members of our democracy. Our 6th grade program focuses on Eastern Traditions, the 7th grade on Western Traditions, and the 8th grade focuses on Early American History and the United States Constitution and our form of government. Debate, presentations, technology, and forming educated opinions, as well as ongoing research are all part of this exciting social studies curriculum.

Roosevelt offers a fine arts program. In 6th and 7th grade our students have music every day and have art for half a year. Students may select band, orchestra or chorus as they enter 6th grade as part of their music program. Eighth grade offers a unique opportunity for our students to select from a number of art and music classes, as well as drama, for a full year of instruction. Over 80% of the students are involved in art and music on a regular basis. This represents the community's cultural heritage and emphasis on having students be actively involved in the arts.

Technology is integrated into all of our curricular areas. A technology class is offered to 6th graders in computers and in the basics of technology. In 8th grade an elective program gives students the opportunity to select among a number of options that include: journalism, drama, fine arts, woods, advanced computer instruction, as well as orchestra, band and chorus.

2. Description of the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The 6-8 language arts and reading program at Roosevelt School encompasses balanced literacy. At each grade, skills and mechanics of grammar, usage and various forms of literature, poetry, writing and public speaking skills are integrated. All students enroll in a separate public speaking course for two years; the course focuses on articulation, clarity, eye contact and coherent content.

The Westfield Writing Process is part of the Roosevelt School writing program. Students across the curriculum process writing to think, refine and produce final products. They have learned to utilize peer editing as a way to grow in their ability to become accomplished writers.

Reading is very much an important part of the program at Roosevelt School. Students read in all areas of the curriculum. Specifically, in language arts they read authentic literature of many different genres. This wide array of literature gives them an opportunity to experience authors and styles of writing, which stretch them as young readers. In addition, students are required to read a novel of their own selection each month.

A very small number of students test below grade-level in reading. These students are supported by the regular classroom teacher and also by special education teachers who target specific skills in comprehension and vocabulary. Students may also have a special reading class that is offered by a trained reading teacher.

3. Description of one other curriculum area of the school's choice and how it relates to essential skills and knowledge based on the school's mission.

Roosevelt School has a fine arts program that is truly inspiring. We offer comprehensive art and music courses to 6th and 7th graders and the opportunity to take a full year of art, music and/or drama in 8th grade. One hundred percent of all 6th and 7th grade students are enrolled in the arts and an overwhelming majority of 8th grade students are enrolled in the arts at Roosevelt School.

Westfield's rich tradition of supporting the arts can be seen in the murals in the hallways of Roosevelt School, the artwork that is shared with our local merchants during Youth Art Month, artwork on school program covers, assignment books and school publications – all of which are created by the very talented student artists at Roosevelt School. Numerous students have won local, state and regional contests in art, music and drama as the result of the high level of instruction, a committed staff and dedicated and talented students.

Roosevelt has outstanding auditioned ensembles that meet before school 2/3 days per week. Students in 7th and 8th grade that meet the criteria can be part of a morning orchestra, jazz band or a premier choral group. These groups are challenged with advanced repertoire that can stand up to many high school programs. Numerous concerts are held throughout the year and student groups routinely perform for outside organizations and institutions.

A highly regarded fall drama and full-scale spring musical further enhance our fine arts program. Students in our extra curricular 'Thespian Troupe' successfully participate in forensics competitions in various districts throughout the state.

Roosevelt School has had a decade-long tradition of presenting a Fine Arts Day. Throughout the day

student talent in music, art and drama is showcased on stage. Parents, members of the community, and students alike thoroughly enjoy this day-long showcasing of talent at Roosevelt School.

The support and commitment given to this student-centered program at Roosevelt School goes a long way to including all of our students, providing unique opportunities for them to perform and demonstrate their talents and, at the same time, help to improve scores in other academic areas.

4. Description of the different instructional methods the school uses to improve student learning.

Teachers design lessons with a focus on what students should know, understand and be able to do. They are committed to following our curriculum and making sure that learning experiences are student-centered, directed towards goals and objectives and provide for individual student assessment and learning. There is a focus on differentiated instruction which provides teachers an opportunity to meet the needs of the variety of learners in their classes to ensure that no child is left behind. Teachers regularly tier lessons for student ability and provide a variety of lessons for student interest.

In addition, our teachers have made themselves available for extra help before and after school on a daily basis, as well as provide an array of enrichment activities for students. An example of this is the International Club where some of the top students in world languages provide an opportunity for a Scavenger Hunt for 6th and 7th graders with all directions and clues written in their targeted world language. This event takes months to plan and provides a true enrichment opportunity for 6th, 7th and 8th graders in the area of world languages.

A gifted & talented program enables students to explore areas such as: finance, inventions and debate.

The TR (Teddy Roosevelt) Scholar Program affords our top 8th graders the opportunity to be involved in a year-long rigorous independent research project with a mentor-teacher. For the past six years this program has challenged the most talented RIS students.

Our special education program provides a great deal of support for our classified students. Each special education teacher is assigned to a team to ensure that student IEP's are fully implemented. Supplemental classes provide support for students' regular academic classes. In-class support in several subject areas, as well as the collaboration between regular education and special education teachers provide for the needs of our special education population.

The library-media center provides an opportunity for research, resources, reading materials and additional instructional support in all subject areas. The technology in our library, computer labs and classrooms enhances student research, reading and writing abilities. Our library-media center specialist continually provides current and cutting-edge materials for staff and students.

5. Description of the school's professional development program and its impact on improving student achievement.

Roosevelt's professional development begins with highly organized recruiting, interviewing and hiring. We work diligently to find teachers who are well-prepared, thoroughly trained, and have a solid understanding of their content area before hiring. They must be passionate about early adolescent students and willing to grow and learn as professionals. As a result, the professional staff at Roosevelt comes to the job with a commitment to middle level education and a thorough understanding of the content area for which they were hired. This helps assure we have a highly qualified teacher in every classroom.

New staff members have a week long middle level orientation program in August where they get to know the school community, our curriculum, their colleagues, and the expectations of instruction in the Westfield Public Schools. A district-wide New Teacher Institute is ongoing for two years. The NTI provides workshops, training and professional development for new teachers.

The district also offers after school professional development workshops for all teachers that include differentiated instruction, working collaboratively with community groups, technology, and special education. Department supervisors hold monthly meetings where relevant topics in curriculum are discussed. Teachers routinely share effective instructional techniques, review curriculum revisions and discuss ways to improve our program.

Finally, faculty meetings provide professional development where teachers share ideas on differentiated instruction, collaborate about improving our program, and share ideas that work to enhance student achievement. Informally, teachers freely share their ideas, support one another and work diligently to ensure that every student is making academic progress and that our program is continually improving.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

PART VII - ASSESSMENT RESULT

Test: Grade Eight Proficiency Assessment
Publisher: State of New Jersey

Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month : March					
SCHOOL SCORES					
% At or Above Basic	100.0	100.0	100.0	100.0	100.0
% At or Above Proficient	89.0	86.9	91.3	89.0	91.3
% At Advanced	31.7	32.4	37.4	37.4	42.9
Number of students tested	246	222	206	190	184
Percent of total students tested	100.0	99.6	100.0	100.0	100.0
Number of students excluded	0	1	0	0	0
Percent of students excluded	0	0.04	0	0	0
SUBGROUP SCORES					
1. <u>Special Education</u>					
% At or Above Basic	100.0	100.0	100.0	100.0	100.0
% At or Above Proficient	59.0	47.4	70.4	55.6	46.2
% At Advanced	10.3	5.3	7.4	3.7	0.0
Number of students tested	39	38	27	27	13
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	100.0	100.0	100.0	100.0	100.0
State Mean Score	209.2	209.3	212.4	210.8	213.7
% At or Above Proficient	56.7	66.6	70.0	67.4	68.5
State Mean Score					
% At Advanced	15.9	18.8	21.7	19.8	21.8
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Test: Grade Eight Proficiency Assessment
Publisher: State of New Jersey

Language Arts

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month: March					
SCHOOL SCORES					
% At or Above Basic	100.0	100.0	100.0	100.0	100.0
% At or Above Proficient	96.3	95.1	95.6	94.8	96.2
% At Advanced	16.7	16.7	14.6	13.2	16.9
Number of students tested	245	222	206	190	184
Percent of total students tested	100.0	99.6	100.0	100.0	100.0
Number of students excluded	0	1	0	0	0
Percent of students excluded	0.0	0.4	0.0	0.0	0.0
SUBGROUP SCORES					
1. <u>Special Education</u>					
% At or Above Basic	100	100	100	100	100
% At or Above Proficient	79.5	76.4	81.5	81.5	69.2
% At Advanced	2.6	5.3	3.7	0	0
Number of students tested	39	38	27	27	13
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	100	100	100	100	100
State Mean Score					
% At or Above Proficient	73.8	82.7	82.2	83.7	85.4
State Mean Score	212.8	215.0	213.8	214.3	216.9
% At Advanced	6.6	9.9	8.3	7.4	8.1
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)